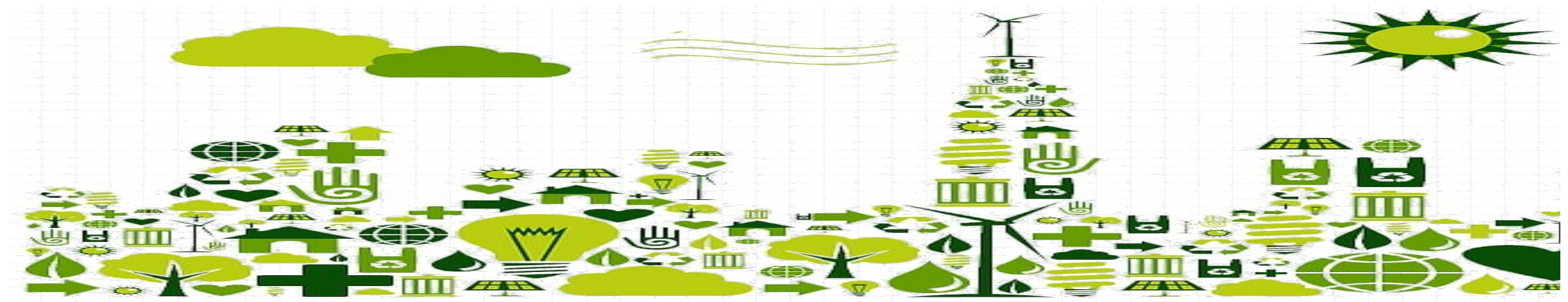


An Investigation of Education for Sustainable Development Competencies: A Case Study of GFP Teachers at the University of Buraimi

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Outline

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Research Problem Statement

Research Problem Statement

With the calls of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the main agency for implementing and monitoring education for sustainable development (ESD) around the world, for education for sustainable development application during the current decade, the main question that needs to be answered is whether teachers who are under the umbrella of higher education in Oman have the competencies for implementing ESD especially if the Omani higher education originally encounters many challenges to offer graduates who have the necessary competencies that the market needs. Ali, Al-Saadi and Scatolini (2022) stated that research studies showed that the universities and colleges in Oman failed to graduate students who are qualified for occupational requirements. Abasaid and Ferreira (2022) and Ali, Al-Saadi and Scatolini (2022) stated that although there are many attempts of reforming higher education in terms of quality and quantity either in Oman or the Arab Gulf region to graduate learners with knowledge and skills needed in private and public sectors, graduate learners show poor academic and professional performances. According to them (2022) students are not equipped with the knowledge and soft skills, such as critical thinking skills and problem-solving strategies. Rieckmann and Barth (2022) and Cebrián, Junyent and Mulà (2020) emphasized that there is a positive interface between the development competencies of learners and the competencies of educators. Consequently, it is necessary to investigate teachers' competencies, especially in education for sustainable development, as a step for a successful application of Education for Sustainable Development (ESD) in the educational field.

Purpose of the Study



This research aims to investigate the University of Buraimi General Foundation Program (GFP) teachers' education for .sustainable development competencies and their aspects

Research Questions

:This research aims to answer two questions

Question One

What education for sustainable development competencies do the GFP teachers at the University of Buraimi have?

Question Two

Which aspects of education for sustainable development competencies do the GFP teachers at the University of Buraimi have?

Literature Review

Literature Review

Conceptual Framework

Sustainable Development (SD) is "a development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs" (Agbedahin, 2019, p. 2)

Education for Sustainable Development (ESD) is "a capacity to think critically about what experts say and to test ideas, exploring the dilemmas and contradictions inherent in sustainable living" (Scharenberg, Waltner, Mischo & Rieß, 2021, p. 2)

competencies are "the combination of cognitive skills, practical abilities, and ethical values and attitudes mobilized in a real situation or context related" but ESD competencies are "the competencies that teachers and educators need to put in place in educational settings in order to promote sustainability competencies amongst their students" (Cebrián, Junyent and Mulà, 2020, p.

Theoretical Underpinnings

Competency-based Approach

Past Studies Review

A Critical Overview

Research Methodology

Instrumentation, Data Collection and Analysis

Instrumentation

A Questionnaire of Teaching Competencies of Education for Sustainable Development was used.

Data Collection

- Getting the ethical approval of the research conduction
- Explaining the study purpose to the participants and informing them of their responses' confidentiality and anonymity
- Getting participants' participation consent
- Distributing the research's soft questionnaire to the GFP teachers
- Analysing the participants' responses and finding the results

Analysis

- SPSS software (version23)
 - Descriptive statistics

Study Findings

Question One

What education for sustainable development competencies do the GFP teachers at the University of ?Buraimi have

Results show that GFP teachers' ESD competencies are higher than their transversal competencies and science education competencies respectively.

Question Two

Which aspects of education for sustainable development competencies do the GFP teachers at the University of ?Buraimi have

Results show that GFP teachers are more competent in raising students' environmental awareness, putting an emphasis on intellectual development, and thinking about the effects of their behaviors on their countries and the world than the rest of the current research competencies' aspects.

Implications for Practice

Implication 1

GFP teachers could have knowledge of education for sustainable development, but they do not have the skills of applying it in personal or educational domains.

Implication 2

GFP teachers could provide learners with general knowledge of the importance of sustainability, but they could not scaffold their learning.

Implication 3

GFP teachers could provide general guidance on the importance of preserving the environment, but they could not help them to observe, reflect or act on environmental issues.

Implication 4

GFP teachers could have the ESD content knowledge but not the pedagogical one.

Implication 5

GFP teachers could raise students' awareness of environmental issues in a specific context, but they could not expand that to the world. Therefore, they could develop country citizenship but not global one.

Implications for Practice

Implication 6

GFP teachers could help learners the principles of education for sustainable development theoretically, but not practically.

Implication 7

GFP teachers could have knowledge of environmental issues, and they could develop students' thinking skills. However, they do not have the skills of connecting the learning process with the community as a source of knowledge.

Implication 9

GFP teachers could have the skills of developing the thinking skills of students but not in an authentic way.

Implication 10

GFP teachers do not have reflective practice skills. They could interact with the environment and its issues. They could contextualize the issues and find the interrelations. However, they do not have the skills and commitment to analyze the problems, suggest theories, and test these theories in the field.

Research Recommendation

Recommendation

The current research recommends stakeholders of the educational field to develop the knowledge, skills and values of education for sustainable development. It is necessary for all teachers to have them in order to facilitate students' learning and have a profound transformation of education. The current research, in addition, recommends all professional programs' directors, locally or globally, to activate the practices of reflective practice. It is a tool for producing authentic teaching and learning. Therefore, education could enhance the sustainable practices of sustainable societies.

Limitations

Why GFP teachers at the University of Buraimi have the knowledge and values of Education for Sustainable Development (ESD), not the ?skills



What are the challenges that GFP teachers at University of Buraimi ?encounter of applying Education for Sustainable Development (ESD)

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Thank You